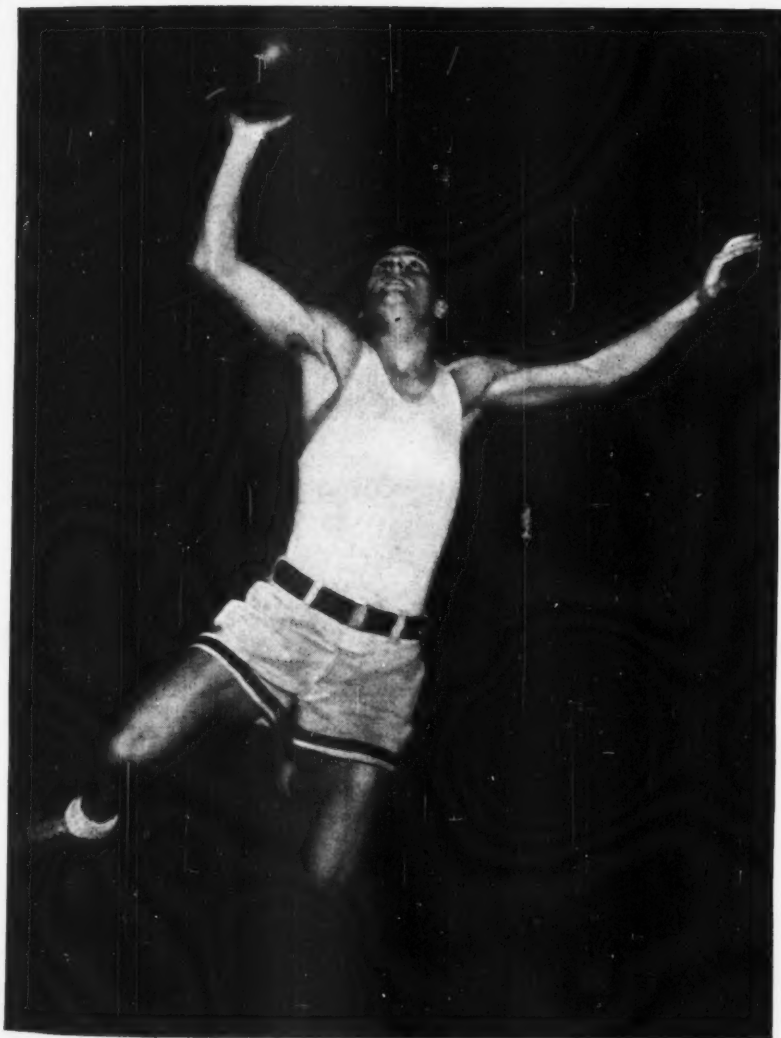


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Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education by

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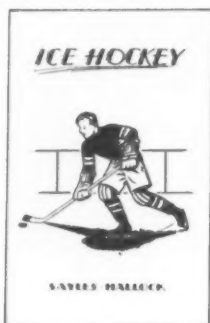
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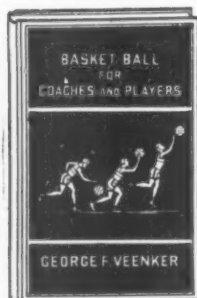
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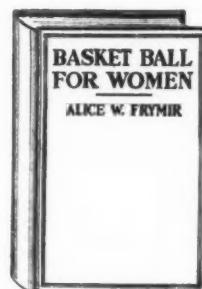
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EDITORIAL

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editorials

The Coach

THE coach of school athletics holds an enviable position because of his influence with the boys. His attitude toward physical well-being, moral conduct and mental development gives meaning and effect to the actions of the boys.

School authorities are fully aware of the place athletics hold in school life. Schools have therefore built up such controls and standards as seem advisable to assure the participant proper conditions under which to participate. These controls and standards have not always been understood or appreciated by those outside. However, the public generally is coming to recognize the need and desirableness of these controlled conditions.

The public press is helping very effectively to get these controls and standards understood. The appearance of the *Scholastic Coach*, with its purpose to raise the general level of coaching, is another indication of this growing opinion for the right kind of coaching service. The really effective coach in school athletics now is a scholastic coach in all that implies.

—E. R. Stevens.

The Playing Rules

DURING all of the many years that high schools have been engaged in interscholastic athletic competition they have found it necessary to use rules of play which have been devised for them for the most part by men not directly connected with secondary school education. It is true that there have always been some members of the various national rules committees who have had high school experience. Many others, however, have been entirely devoid of such experience and even those who may have had high school experience are likely to be so far removed from their high school experiences that the capacities and needs of high school boys no longer make an immediate appeal to them.

We are highly appreciative of the tremendous service that has been rendered to all types of athletic sports by the various rules-making bodies. We believe the entire Nation is under obligations to the National Collegiate Athletic Association for the initiative and sportsmanship which they have manifested in providing rules of play for the various sports in which schools and colleges participate. As high school men, we would be rather small and inconsiderate if we were not willing to recognize the service they have rendered us in this work.

However, the growth of interscholastic competition has been one of the outstanding developments of secondary education in the last thirty years and we thoroughly believe that a sympathetic understanding of the needs of high school boys, coaching skill and administrative efficiency have kept pace with the increase in the volume of competition. Moreover, due to the enormous number of high school teams participating and the consequent greater opportunity for experimentation, some of the most conspicuous of the

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JACK LIPPERT, Editor

recent modifications of types of play, especially in basketball, have been developed and perfected in high schools. We are thoroughly convinced that today there is no authority anywhere more competent to make rules of play for high school boys than is to be found in the ranks of high school coaches and administrators themselves.

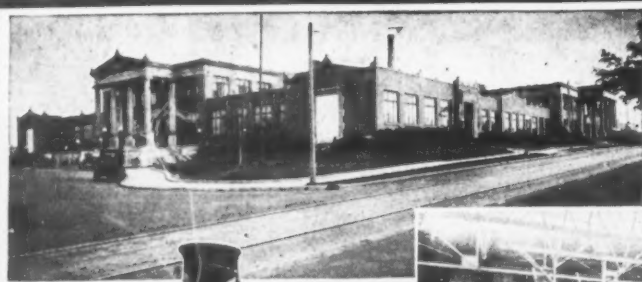
Furthermore, in the last twenty years, the sponsors of high school athletics have become completely organized so that whether considered from a State or National viewpoint it is quite likely that there is no more competent and efficient organization for the promotion of athletics than is to be found in the high schools. We feel, therefore, that it is only legitimate that the high schools should look forward to the time when they would be recognized on all of the committees that are making rules of play for high school boys.

Quite a large number of college men have been quick to recognize the changing situation and have been most cordial in supporting the claims of the high school men to places on the rule-making bodies. It is an open question, however, as to whether or not these men are in a majority in the collegiate

organizations. Nevertheless, the National Federation of State High School Athletic Associations has already been recognized to the extent that it has been invited to name one member on the National Track and Field Rules Committee and two on the National Joint Basketball Rules Committee. Members have been appointed from the high school ranks to these committees and have been serving for several years. As far as we know, they have been able to make some contributions and we really believe their efficiency in assisting to make rules for the respective sports is recognized.

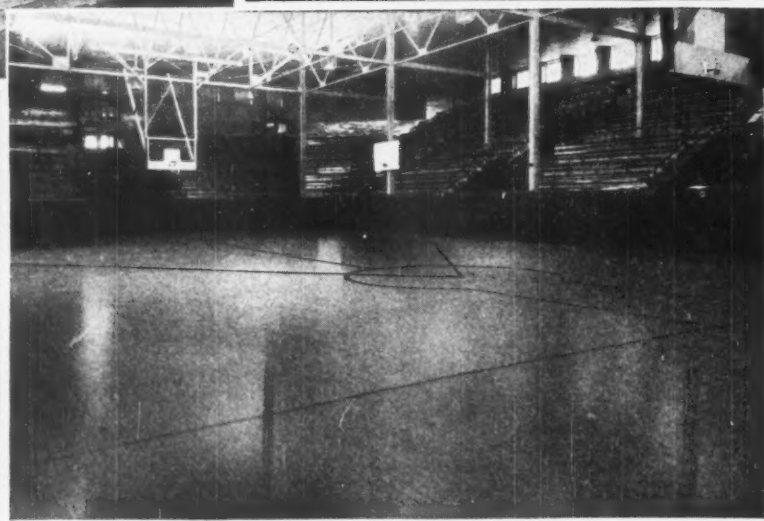
A movement is now under consideration by authorities of the National Collegiate Athletic Association to invite the cooperation of high school men in making the football rules. We cannot but think that such recognition is deserved by the high school men and we have no doubt that when the situation is thoroughly understood the high schools will have representation not only on the football rules committee but on all of the other rule-making committees in all sports in which the high schools participate.

—C. W. Whitten.



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SCHOLASTIC COACH

VOLUME 1, NUMBER 4

DECEMBER, 1931

SOME people hold the erroneous idea that the private secondary school, of which there are so many in the East, is above and beyond the evil that lives with football. It is imagined that the private school never stoops below the level of first-class sporting ethics to conquer a rival representing an equally private institution.

This, as most of us who are next door to the situation know, is a false picture. There are private schools and there are private schools, some observing scrupulously and even instinctively the gentleman's code in their football relationships, while others will go to disturbing extremes to make the life of the football opponent, if not miserable, at least uncomfortable.

Living as we do in New York we had come to the conclusion, after six years in the melting pot, that nothing could surprise us any more. Things would, we hoped, continue to interest us; life would still be worth living, etc., but as for ever again experiencing shock or surprise, we held no hope. That was until just a week or so ago, when, in talking to a friend who coaches in one of the private preparatory schools in New York State, we learned what this school does to make the moments before the start of the game a disturbing experience to the visiting football teams.

Showmanship—the stuff that makes a circus go—the thing that made Tex Rickard the most successful of sports promoters—is the motivating influence. The idea is to bedazzle and confound the visiting team (your guests) before the game starts, thus weakening their morale, or something like that, for the game. Thus making it simpler to win the game.

In this plan we want to tell you about, lots of football players are needed, or at least lots of boys in football uniforms. They need not be players, all of them. Sixty-six is a good number—six elevens.

You tell the visiting team (your guests) that the game will start at 2:30 o'clock. You allow the visitors to go on the field first, and as soon as your assistant-to-the-assistant-to-the-assistant manager signals you that "they are on the field now", you send out Team No. 6, which races resplendently onto the field and goes through formations.

The Red Menace

We forgot to say that, since none of the players wear stockings, every one of the sixty-six players has his legs painted with

mercurochrome. There is a bucket of the solution in the dressing room, attended by one of the assistant managers, who swabs each athletic leg with the red stuff as a final touch before the various contingents are sent to the field. This is truth, so help us. The truth is often stranger than fiction.

The visiting players, seeing the first unit arrive on the field all pepped and painted up, are interested to see that "they aren't so big after all", but little do they know what is in store for them. In just a minute or so, the next eleven appears, and then the next, and by this time the visitors are becoming duly impressed, as they are supposed to.

With the arrival on the scene of the third eleven everybody who doesn't understand is of the opinion that the varsity has arrived at last. So imagine the effect when the fourth eleven trots upon the field!

Now, the first four elevens are uniformed alike: they have red helmets, royal blue jerseys, bright tan pants, red mercurochromed legs, and confident expressions writ on their faces.

But the fifth and sixth (and final) elevens, being the only players of the day, come attired in a different ensemble, maintaining the same color scheme, but with helmets royal blue, jerseys Chinese red, pants of a bright autumn maple-leaf tint, and the same red legs the supers had.

Each unit should enter its players single file; they should come in on a fast run, and snap into signals with the eagerness of firemen arriving at the scene of a conflagration. Because, gentlemen, this show just must go over big.

Objection Overruled?

Now do we object to this or do we not? If we do object to it, we will be asked "where is our sense of the theatrical?" and "why are not the visitors so morally strong that they can overcome the bedazzling influence of the mercurochromed legs?"

We do object, and what we object to in athletics, and notably in football where the money rolls in, is everything that uses the boy for a show. The crux of the whole trouble, it seems to us, is that an institution primarily founded for purposes of education and training, and may we add the word "refining", becomes involved in a show by which it exploits the boy.

We maintain that it is putting the

wagon before the horse for a school to show off its boys in an atmosphere that is nearer to that of the Roman arena than we like to believe. Our attitude is that the school should arrange for its boys to play football, hard, furious and fast if they have it in them, but in an atmosphere that is as scholastic—that is, non-hippodromish—as it can be made.

And most certainly, it almost goes without saying, that the visiting team should be treated as nearly as it is possible to do so in the manner you would treat a visitor to your home. And, to draw an amusing picture, how hospitable it would be to arrange for a mild electric shock, or some equally amusement-park surprise, for every visitor to your home as soon as he puts his hand on the door-knob?

We do not for a moment think that the situation throughout the country reeks of this funny business we have told about. But we do know that there are all too many athletic directors who cannot for the life of them see what is wrong with the show and will go just as far as they dare down the midway. Maybe it is all right, after all. Maybe there is something wrong with our thinking??

Unbalanced Formation

IN THIS protest we believe that we are hitting on a point generally missed, or not seen, by those annual critics of football whose cry of "overemphasis" rings so discordantly in our ears from September to December.

That plaint is directed in its main force against the colossal college program with its recruited football players who are students "on the side", if at all. That particular plaint, let us make our attitude toward it clear, is justified as long as colleges continue to build football teams from players who are brought, or encouraged to come, to the college to play football. In our opinion, such a team recruited in this fashion is not representative of the college. The college is the student body, and it is from the self-registering, voluntarily-arriving students that the football team ought to be drawn. No special invited football-playing guests should ever enter into it; but they do, of course, at most of our very, very best institutions.

It is true that private preparatory schools, military academies and high schools are guilty of this practice of recruiting to a degree. But the malady in the secondary schools is insignificant to

what it is in the colleges. And the explanation of the difference is to be found in the closer surveillance by the academic authorities over high school football. Where the school principal himself is a showman, a Chamber of Commerce ringmaster, the likelihood is that the football methods are out of tune with the educational purpose Dr. Kilpatrick speaks of in his article in this issue of the *Coach*.

But the point we hit, and which seems the bull's-eye of the high school football question, is one involving the "impressionable age" factor. The high school football player, unless he has come from a home where the cultural influence has been so strong as to offset such unharmonious influences on his life as high pressure hippodramatic football—unless the boy is so fortified, we fear that his sense of values will be distorted and misguided if football is not presented to him by educationally minded coaches as an instrument of education. As soon as the school starts presenting football as though it were a show for the town we believe (and we may be wrong) that the game ceases to be sport and loses much of its value as training for the well-ordered life.

It Is Magnificent

W. O. MCGEEHAN, in commenting on a recent college game with 70,000 spectators in attendance watching players who were highly skilled and delicately recruited, said: "It may not be sport, but it is magnificent."

That is exactly our feeling as we thrill to the sight of trained college football elevens clashing in a stadium filled to the brim. We like it, and like it so much that we wish the colleges would stop pretending, and make the whole thing open and aboveboard professional. Declare the varsity football player a bona fide employee of the college, just as are the many other students who are employed and paid for their services as clerks, elevator operators, cafeteria counter-men, waiters in the college dining hall, etc.

But the colleges are afraid to come out and say this. They like to believe that their football is part of the educational scheme, and is only a money-maker incidentally. They really do not believe this, but still they like to look at it on its pedestal. The day of disillusionment will surely come.

All of this collegiate malgrowth has its telling effect on the high school football star, as we all know. While he is starring for his high school he is hitching his wagon to some college football team, something in the manner of the minor league professional baseball player who has "a string" leading him to some major league team.

If high school administrators will come to the point where they will admit the desirability of graduating a "football type" just as they graduate specialists in typewriting, bookkeeping, and other

courses, then we won't be able to write any more editorials, and half the fun would go out of our life.

Hope Endureth

WE, IN our sentimental way, find our heart going out to the loser all the time. For the underdog are we, and if you were a psychoanalyst you could probably tell us some interesting and revealing things about ourselves. But please don't.

A letter from a high school boy came to us the other day and in it was a paragraph, dissociated from the main subject of the letter, which was summer camping, mentioning a forthcoming football game. It said:

"We play our final game next week with our closest rival, Homestead. For fifteen or twenty years Munhall has only won this game once or twice and this year victory seems as far off as ever, but it seems we never lose hope in waiting for the tables to be turned."

"Unholy Hullabaloo"

COACHES, taking a natural position on the defense whenever other teachers, educators and administrators start criticising football, are inclined very often to believe that these critics are opposed to football. This is as unfair and as illogical an attitude as would be one which supposed that a critic of the drama was opposed to the theater. In line with this it is pleasant to note what one of football's severest critics and best friends, Dean Christian Gauss of Princeton, says in the December issue of *Scribner's Magazine*:

"When sensible teachers speak of 'overemphasis', they do not object to the fact that their students play football. At a time when there is so much to make young men flabby and soft, hard personal-contact games are the best tonic for what ails the undergraduate. Professors do not object to the length of the schedule. What they do object to is the unholy hullabaloo that is made about it and the widespread belief that the university's general ranking and prestige are established by winning gridiron victories."

The phrase "unholy hullabaloo" we were especially pleased to see, because it put so effectively in two words what we of the *Scholastic Coach* have been trying to say in two chapters.

Tide of Circumstance

WE note with interest the change in Western Pennsylvania where the football, which was until recently highly Warnerized, has taken on the lines formulated at South Bend, Ind. Western Pennsylvania is where Pop Warner put in many a football season as coach of high-powered University of Pittsburgh teams, and since these teams were winners it was natural for the high schools of the vicinity to go in for wing-backs long before these figures became national in

their appeal. But it was not Pop's withdrawal from the Pittsburgh scene seven or eight years ago that turned the high school coaches to Notre Dame methods, but rather a piece of legislation enacted by the Pennsylvania Interscholastic Athletic Association this year requiring every high school coach to be a bona fide member of the school faculty. This drove out many of the old Warnerized coaches, and it happened that most of those who came to replace them were of the Rockne school. The Warner system has not lost its foothold, however, because the University of Pittsburgh has guiding its football destinies one Dr. Jock Sutherland who played at Pitt for Pop Warner in the good old days of pre-war emphasis.

A New Emphasis

THE Stanford '94 football reunion at the White House was highly favorable publicity for football. Even better publicity, we think, was the football activity at Sing Sing prison where an experiment in the form of a "varsity" team was being tried by the prison's distinguished warden, Lewis E. Lawes. The team played several outside games inside and what interested us as much as anything about it was the presence of the public at the games. Twelve hundred people paid one dollar admission each to see the game on Sunday, November 23, in which the Sing Sing team faced a team representing the police of a neighboring town. The police team had a number of legitimate "ringers" on it, fellows with high school experience, because the town's police force by itself did not number as many as eleven.

The Sing Sing team, which had been coached by Red Cagle and other ex-college players who are now members of the New York Giants professional football team, lost the game, 12 to 0. The Prisoners won their opening game two weeks before. The money taken in at the gate was put in a prison charity fund. The Prisoners' team wore up-to-date football equipment presented to them by the New York Giants team.

According to Warden Lawes, the football excitement at Sing Sing, unprecedented, gave the prison a new and brighter moral tone. It worked its wonderful power over the non-playing prisoners as much as it did over the players. We recommend this whole affair for examination by all educators whose complaint against football is that the few play, the many watch. The analogy has its weak points, but there is something in it somewhere, or are we writing this too early in the morning?

"My last word to our team before they started for the gridiron," Warden Lawes wrote, "was: 'Forget that you are prisoners and fight strictly according to the rules.' If they continue in that spirit my burden will be lighter and society will ultimately accept them again in a spirit of helpfulness and good will."

A Championship Attack

By DANIEL F. MEENAN, JR.

One-hand Passes Start
It and Keep It Going

IN MY six years of coaching the basketball team at Columbia University, where I have had the good fortune to win three Eastern Intercollegiate championships, the basic features of my attack have been: the one-hand pass; a quick shift from defense to offense which, in the main, is getting the forwards into opposite corners quickly; and the use of what might be called high-pressure tactics, by which is meant a combination of speed, drive, and aggressiveness. I shall elaborate on each of these points separately.

I am a staunch defender of the one-hand pass, and much prefer it over the chest or underhand flip pass. Its principle virtue, I think, is that it makes possible a speedier advance of the ball, hence a snappier attack, especially in the long-pass style of attack. I find it is just as easy to control as a two-hand pass, and it is the best way to make a long throw, when an opening for such a pass presents itself. And it isn't difficult to learn. My players learn to control it after three weeks of practice.

I usually devote a half hour each day of the first three weeks of practice to teaching this pass, arranging my players in two large circles for this purpose. I supervise this pass practice closely, and drill the players individually on every movement involved in the pass. The one-hand pass as I teach it is thrown from a position close to the ear, and delivered in the manner of a baseball throw, as a catcher throws a ball down to second base. The wrist plays a large part in the control of the pass, of course, although no spin is intentionally applied. There is a definite follow-through after the pass is made, obtained by a step forward in the direction of the pass. My players are taught that they are "going somewhere" after making a pass; in other words they always cut to open territory.

I have found that it is just as easy to make a one-hand pass on the run as it is to make any other kind of pass. And the zip that is imparted to a one-hand pass is good practice for my players in learning to handle the ball, and the constant use of the pass gives the players greater control for their one-hand shots.

Now as to offensive tactics. I do not believe in teaching any set plays on offense, although my players are taught to be in certain positions when our attack begins. For example, when we recover the ball off our opponents' back-board, or receive it out-of-bounds in our opponents' territory, my forwards run at full

speed to opposite corners near our basket. The center locates himself around the middle of the floor while the two guards take care of advancing the ball up to the center of the court. The guard closest to the ball when it is given out of bounds throws it in to the other guard who in turn passes it to the center, who has started his cut in front of the opposing defense. The center passes the ball to one of the forwards cutting out of the corner away from the basket. The other forward comes into the play by cutting straight for the basket from the corner or by coming across the floor at about the foul line, parallel to the end line, to receive the ball from the other forward. If the forward making the cut for the basket or across the foul line is covered, the center, if the way is clear, breaks straight through on a "give-and-go" play to receive the ball from the forward to whom he passed it. If a forward is covered closely breaking out of the corner, he immediately goes back into the corner and awaits his chance for another cut from this position. The play doesn't go through from guard to guard, to center to forward to forward, in any set manner; everything depends, of course, upon who is open to receive the pass. The important thing is that the players always break toward the pass, and that after they have made a cut or a pass, they immediately get ready for another cut into the open.

If the defense clogs up things, the ball goes back to one of the guards, who is always stationed at the center of the court. From this point the attack begins again, with the forwards resuming their places in the corners. Sometimes I use a long pass from guard to forward, but this is risky unless the forward is absolutely sure of being open, and the pass not likely to be intercepted.

I tell my players to keep the "central area" open; that is, the area around the free-throw lane and toward the center circle. I consider that a vital spot, and keep it clear for a cut by the center or one of the guards. Incidentally, four men always figure in our attack, with one guard back at the center for safety's sake. Both guards are used in the offense interchangeably, and four men are used for following up our shots.

As I mentioned before, my attack doesn't necessarily go through in a mechanical way, but I believe I have my offensive tactics well outlined with the forwards breaking out from opposite corners, the center being expected to cut



The Basic Pass of the Columbia System

down the middle of the court, and one guard used as an offensive threat, cutting through after the center has made his break for the basket. In this way, my players know where to expect one another. It is a rather simple attack, I think, but if the players are well grounded in the important fundamentals, the system will, I think, bring results.

On out-of-bounds plays under our basket or on the sides of the floor in our territory, I use one simple play that has proved to be effective. Either one of the forwards throws the ball in. The two guards stand out about twenty-five feet from the basket, spaced apart as they would be on a center tap. The center is

(Continued on page 14)

The Place of Athletics in Modern Education

By WILLIAM H. KILPATRICK

EDITOR'S NOTE: The following article is the record of an address by Dr. Kilpatrick at the opening session of the Wingate Memorial Athletic Lectures, arranged by the Wingate Memorial Foundation of 57 East 56th Street, New York City. These lectures are conducted each Saturday morning at Columbia University before several hundred public school coaches and athletic teachers. They are to continue each Saturday morning for twenty weeks and will include discussions by national and local authorities of various sports and games, with demonstration on the field and in the gymnasium. A fifteen-minute summary of each lecture-demonstration session will be broadcast from coast to coast over the Columbia Broadcasting network from 12:45 p.m. to 1:00 p.m., Eastern Standard Time.

IN ORDER to see what part athletics has to play in modern education we must first look at education in relation to life and to the building of personality. In this wider setting we can then better see what to ask of athletics.

First of all, life is, or ought to be—something good to live. Let us have done, once and for all, with any idea that we should bemoan or renounce or reduce life. Control and direct, yes. Take others into account so as to wish a like good life for them, yes emphatically. But let us honestly and openly and avowedly seek to make life as good and as fine and as rich as we know how—good and fine and rich for everybody all together.

What Is Good?

When we use the word good in connection with life, there is apt to be confusion as to what is meant. There are two meanings to the word good: this apple is good to eat; John is a good boy. The first is a consummatory good: This apple is good to eat and enjoy; the water is good to drink; good music is music good to hear and enjoy; a good house is a house good to live in; a good picture is a picture good to look at and enjoy; a good poem is a poem good to read and think about and take in; "the good life" is life good to live and enjoy.

The second good is moral good. It is, I am here arguing, the practice and wish so to live that the life good to live and enjoy will prevail, really so to act that by what I do and the way I act here and now all concerned may best enjoy "the good life", enjoy life as far as possible all together. In the first meaning of good, we think of life as being something possibly and properly good to enjoy. Then in the second meaning, in moral goodness, we wish this kind of life, so far as we can manage it, to prevail for all; and we propose to act accordingly, to make our acts conform to this rule. I hope it is now clear that I am here concerned with finding out how to enrich life and not reduce it, enrich life all along, all



DR. KILPATRICK

during life and for all together, reasonably and defensibly enrich it, not simply do as I happen to wish at this moment—I must take other moments also into account. Not simply do as I myself would like: I must also take others into account. But after all and in it all we are honestly and openly trying—as a kind of summation aim—to make life a finer thing to live, as fine as we can manage.

Then follows our first main question: Considering our wish to make life finer and richer, how does education enter? How shall we think about education and how manage education so that through it we can make life better and finer? Let me hasten to say that I am not going to attempt any full answer to this question. The time is too short.

Three Needs

Keeping in mind that our one big aim is to make life richer and finer to live, three things especially concern us here.

1. Bodily health as the physical basis of all else.
2. A healthy well integrated personality as the psychological and moral basis of all else.
3. Ever better thinking in our efforts to make life better to live.

We must not think of any one of these as something we can get once and for all and then we have it and can rest content. This is exactly a false doctrine. Life is not run on that basis, as we nowadays see more clearly than ever before. If we look about us we see that life, the world of affairs, history, experience—whatever term you like—is an ongoing stream, running always toward the future, always bringing new things, leaving off some old

things, yes, but rather joining new to old in ever new combinations and patterns. And this on-coming stream of experience is always more or less unpredictable—we never know what a day may bring forth. As we face this on-coming stream we always have preferences, some things we have beforetimes liked, we wish them again or more of them for ourselves and our loved ones. Some things that have happened to us or to others we do not like; these we try to avoid or avert. And as we have preferences, so we make efforts—as I have said—to get or avert, and the outcome in any case is always more or less precarious. We wish, we hope and we try. Sometimes we succeed. Often we fail.

A Moving Stream

Life, then, is a stream mingled of new and old, of hope and fears and efforts, with outcomes precarious. It is in this changing, shifting stream that we seek to keep our health and the health of our children and pupils as fine, as rich, as we can, seek to maintain healthy and integrated personalities amid the ever on-coming rush of new demands, new possibilities, new problems, and new dangers. And it is in this stream—in this kind of stream—that thinking is needed, continually needed, needed by all if they are to be allowed to go about loose without guardians. When, then, we ask education to work for health and for the integrated personality and for better thinking, it is for health and personality and thinking in this ever shifting, ever precarious stream of life. Education must be correlative of our kind of life, and both are always in process, always shifting and becoming.

The topic assigned to me on this program asks as to "the place of athletics in modern education". What kind of education, we may ask, is "modern" or, perhaps better, what kind of education is proper in our modern times? Modern education is the kind that consciously tries to fit this kind of ever on-coming, ever shifting, precarious stream of life. Such a life presents us with an unending stream of situations, always new but mingled of new and old elements. We strive to control the situations as best we can. To do this we are always thinking and contriving. We continually face situations that call for attention and management. As we face each such situation and grapple with it, we use old knowledges and skills but we apply them in new ways, in new proportions. We have to adapt the old patterns to the new difficulties.

Now education is intimately enmeshed in this continual grappling with life's sit-

uations, so intimately that it is an aspect of it, not properly a part of it. Height and weight are aspects of a human body, not parts of it. The aspect is always more intimate than the part. So here. Education is an inseparable aspect of this life process. As we face each new situation, we bring to bear on it what we have learned in the past, knowledge and skill and attitude. As we manage the new situation we learn something more from it. Each experience teaches something, if no more than to reinforce the old. But still more, if we meet our new situations, each with his best possible use of the past, we shall each of us in general improve over the past. We shall learn better how to manage. If we keep this up, we shall accumulate better and better ways of meeting situations. This better and better accumulation is education *par excellence*.

Some of you who hear me wonder that I have not yet said one word about schools or schooling, and others wonder that I have not yet reached athletics. I cannot wonder at your wonder, but there is method in my madness. I have not mentioned schools because I think that our ordinary school is not run very successfully as an educational institution. In fact, as we are here considering education, I think the traditional school is little concerned with education and often in much that it does it seems an enemy to such an education. I hope the time will soon come when schools shall be run very consciously on a genuinely educational program. To help bring that good day is why I am talking about education and not schools. The school needs to be remade in order to become more actively and effectually educative. It is life that educates, and I am wishing for the schools to learn this fact and to rebuild themselves on a basis of actual living.

The Good Life

I have postponed a discussion of athletics because I wanted to have a proper picture in which to fit it. Possibly we are now ready for it. We have seen that we honestly and avowedly mean to make life good and rich, good to live and enjoy. We are not selfish in this and we mean not to be short-sighted. We mean to run life, each one his own life, on a basis that, as best we can make it out, promises best in the long run for all concerned. In such a program we know, each from his own experience, that there come many slips and failures. The present wish is often so enticing that in spite of a broader and better view beckoning us on, we may choose the near view, the present pleasure, just because it is near and present and ours. Education, then, if it is to help the really good and reasonably defensible life prevail over mere present impulse must work in season and out to that end. Our problem then is: What athletics as part of education can do to help in thus making life better.

Before we come to closer grips with the problem of athletics one further thing must be said. When we confront a situation and respond to it, the whole organism in a true sense and degree co-operates in the response. When a boy is trying in a basketball game to put the ball in the basket, he is not simply moving his arms. His whole body is co-operating, so to speak, with his arms. Probably every muscle in his body, and all their correlative fibers, are engaged in a coöperative effort to get that ball into that basket here and now. But this is still not all; the boy is thinking as hard as ever he can of all the pertinent factors in the case, where he is with reference to the goal, where the other players are, both team-mates to help and opponents to hinder, and how they are all placed with reference to each other and in reference to his proposed play. And in this, certain players stand out, to his mind. One opponent is particularly capable; the ball must get by him.

Learning

Nor are body and mind all that are engaged in this one act. This boy is feeling all the excitement of the occasion. What are these feelings? Is it anything to win, even including unfair tactics if he can get away with it? Is he feeling a generous rivalry that would rather lose the game than make an unfair play? Or is he so intent on winning that hate and unfairness find full sway? Mind, soul, and body, all that the boy has, so far as it is now pertinently organized in him for effectual action, is engaged in that one act. And—be sure of this—the learning effects extend as far as does the responding. As he is responding all over and through, so he is building, or rebuilding, himself all over and through. Bodily movements, thinking, feeling, glands of internal secretion—all co-operate to make the act a success, and learning accompanies accordingly. All that coöperated toward success—as the boy sees it—is joined the better together for future coöperation for a like purpose next time. The learning effect depends on what the boy puts into the act and on how well he is satisfied with the outcome.

The Educator's Duty

What, then, shall we say is the part played by athletics in education? It is exactly the part played by athletics in the boy's life. And here is it true that as one thinketh in his heart, so is he and so even stronger does he become. Do those who have to do with athletics use athletics to help the boys think, ever better and more defensibly about life and athletics and the part of athletics in life? If not, they are failing in their moral duty as educators and are likely mis-educating these boys. Do they say in defense that they are coaches and as such have to teach boys and girls how to play

the game, that morals and life and thinking lie outside of their jobs? If so, they are like the man told of recently in the papers who practiced shooting his rifle at a target hung in his New York apartment house window. He was practicing shooting; it was nothing to him that the bullets shot up the people in the apartment across the court. But the law holds each one responsible for all the foreseeable consequences of his acts. This man should have thought. If coaches can reasonably foresee consequences to morals—and they can—then they are as morally responsible for all these consequences as was this man for his bullets. They can no more shut their eyes to these moral results than could this man ignore what his bullets did.

This is the essence of education, that the whole personality is affected by all that one does. And education is responsible for all the effects so far as they can be discovered and controlled. The obligation, too, is on all concerned: On the superintendent of schools and on the principal of the school as to how they see athletics. On the citizens and newspapermen and how they use their influence. On the principal and teachers as to what kind of school spirit they try to build. On the coaches and on those who train coaches as to what ideals they actually uphold and what practices they advocate. On the boys and girls as to whether they think and do the best they can.

Questions to Ask

What now about health, and integration of personality, and the better thinking? Keep in mind that all these are for making life better to live as we face the ever new and shifting scene that life presents. All who are concerned with directing education—principal, coach, and all—should ask themselves: Are we considering all the children under our care as we provide and encourage athletics, or are we concerned only with a few? As we provide public contests, are we really seeking defensible educational effects or are we simply putting on a popular show irrespective of educative effects? When we do have contests, do we put all the responsibility on the boys that they can educatively carry, or do the coaches take so much on themselves that the boys' education is sacrificed to victory and to the reputation of the coach? Do we remember that always the whole child, the whole boy, is involved and that always we are building not only body but mind and morals as well? Do we in season and out work always for the fullest, feasible consideration by the boys and girls of what they are about, that they may choose wisely what they will play and when and how, so that they ever grow in seeking and obeying the best insight they can get?

If we can answer these questions satisfactorily we are—in my judgment—giving athletics their proper place in modern education.

School Records and Forms

By E. S. SIMMONDS

For the Effective Administration of High School Athletics

EDITOR'S NOTE: Mr. Simmonds is principal of Higbee High School, Pittsfield, Ill., and a member of the Board of Control of the Illinois High School Athletic Association.

HIGH SCHOOL administrators deserve much credit for what they have accomplished in purging high school athletics of the undesirable features of former days. They have built a sane and wholesome athletic program which functions as an integral part of the whole scheme of physical education and which contributes directly toward the attainment of worth-while educational objectives.

The state high school athletic associations organized by school administrators have gradually refined the rules governing eligibility and competition. These rules are necessarily detailed and specific. Strict adherence to them throws a great responsibility upon the principal, coach, and others directly or indirectly connected with the management of athletics in the high school. Many have felt that one of the greatest handicaps in the administration of athletics is the inadequacy of the record blanks and forms which are available. Many elaborate and detailed pupil accounting systems are now published but none provides satisfactorily for the recording of data necessary to the efficient administration of athletics.

In attempting to remedy this situation we have worked out a system of reports and records in the Pittsfield High School which has simplified the handling of many of our problems. We shall present and describe some of these forms with the hope that they may be of benefit to others. The Athletic Record Card (Fig. 1) provides spaces on one side for the data needed in determining the eligibility of an athlete under the rules of our state high school athletic association. Data for the upper half of this cumulative record are obtained directly from the pupil's registration card, attendance record, re-

ports of marks, and other such reports and records as are usually kept in a principal's office. Data for the lower half are easily secured at the end of each season from the information which has accumulated on the reverse side of the card. The reverse side provides spaces for a record of athletic participation. These data are entered from the coach's scorebook record after each game.

It is true that many of the items to be entered on either side of this card are supposed to be entered originally on some other form in use in the principal's office.

Other items are defini-

The unpardonable sin in the administration of athletics is the failure to check up on those who are physically unfit to participate and whose health might be seriously injured if allowed to play. Closely connected with this point is the question of parental consent. The National Federation of State High School Associations recommends the use of the written consent of the parents and a physician's certificate. Some state associations require these. The Athletic Permit Blank (Fig. II) protects the player's health and relieves principal and coach of much unfair criticism and censure.

And then the common but troublesome

problem of the high school boy who thoughtlessly plays on a non-school team. Participation in what appears to be a mere "pick-up" or "sand-lot" game may result in the violation of several eligibility rules. In order to avoid these dangers our state association prohibits a high school boy from playing in any "match game on any other than the team representing his own school without the previous written consent of his principal." Probably more questions as to the eligibility of individual athletes under this rule come before the Board of Control of our state association than arise from violations of any other rule.

In order to safeguard the athletes in our local high school from this danger we call a meet-

ing of all the boys at the beginning of the school year and explain thoroughly the rules of the state association. Each boy is then given one of the blank forms "High School Pupil's Permit To Play on Non-School Team" (Fig. II). This serves as a definite informational bulletin or notice to the boy as to the eligibility requirements. Since each boy has a copy of the necessary information, no one can violate the rule and plead ignorance. As stated on the form it cannot be used as a permit unless "completely filled out by the principal and a duplicate copy filed in his office".

Fig. 1: Athletic Record Card

nately known at the time but are not recorded anywhere. But we have found that many of the unrecorded items are forgotten, while those recorded on temporary records are not always easy to find. It also frequently happens that the value of certain temporary records is not realized at the time they are made. As a result they are not always accurate or complete and are frequently destroyed soon after they are out of current use. As the card indicates definitely the information needed for future reference, its use insures a permanent recording of each item at a time when it can be exactly determined.

ATHLETIC PERMIT BLANK

(This permit covers the school year only, but will be surrendered at any time upon request of either signer. Add names of other sports for which permission is given, cross out names of sports for which permission is not given, and draw line through remaining spaces.)

Certificate of Physical Examination

This certifies that I have given as to his (or her) physical condition and that in my judgment he (or she) is in sound health and able to participate in football, basketball, tennis, volleyball, swimming, hockey, soccer, track and field sports (except _____), baseball, _____.

Remarks: _____

Date: _____

Parent's Statement (Physician's or nurse's signature)

My son (or daughter) has permission to take part in football, _____, track and field sports (except _____).

HIGH SCHOOL PUPIL'S PERMIT TO PLAY ON A NON-SCHOOL TEAM

TO HIGH SCHOOL PUPIL: READ THIS CAREFULLY

The rules of the State High School Athletic Association prohibit a pupil from playing in any match game on any other than the team representing his own school without the previous written consent of his principal. This rule and all others stated on this permit apply to high school pupils during the entire high school career—during vacation as well as during the regular school year, and during the time when pupil is not out for a high school athletic team as well as while he is trying out for a high school team.

One or more of the following elements will make a game a match game: Advertising, charging admission, keeping time, keeping score, using formal officials who systematically impose penalties, declaring a winner.

Hence, nearly every game is a match game, so stay on the safe side by refusing to play in any game without first securing the written consent of your Principal. The penalty is a long period of ineligibility.

The greatest danger from playing in such match games (even tho you have been given a written permit) lies in the probability that you will violate one of the rules indicated in the following permit.

When in doubt, play safe by seeing your Principal or Athletic Director for information.

THIS PERMIT IS GOOD ONLY IF COMPLETELY FILLED OUT BY THE PRINCIPAL AND A DUPLICATE COPY FILED IN HIS OFFICE.

_____ has my permission to play in a game of _____ between _____ and _____ at _____ on _____ 19____.

providing he does not violate any of the following rules:

1. He shall receive no pay of any kind directly or indirectly, neither cash nor merchandise, for his services.
2. No professionals or paid-players may play on the team with him. If other members of the team receive money or rewards in excess of their actual expenses or if they accept a split of the treasury balance at the end of the season, he has violated this rule even tho he receives no money himself. The fact that he did not know another player was paid will not relieve him from the penalty.
3. He must compete under his own name, not his nickname or a false name. Ignorance of the fact that a false name was used is no excuse.

NOTE: VIOLATION OF ANY OF THE ABOVE RULES WILL MAKE THE PUPIL INELIGIBLE TO COMPETE IN HIGH SCHOOL ATHLETICS EVEN THO PERMISSION TO PLAY IS GIVEN BY PRINCIPAL.

Date issued _____ Principal _____

Published by McKnight & McKnight, Bloomington, Ill.

Fig. II: Athletic Permit Blank

Another phase of the administration of athletics which has suffered for want of proper and accurate forms is that of financial accounting. In our high school we use the central treasury system to take care of all activity funds. The office secretary serves as treasurer. She gives receipts to organization treasurers when they deposit money and writes checks only upon pay-orders signed by the organization sponsors. In the case of athletics the principal signs the pay-orders. Our set of books is one of the several complete systems of printed forms now offered by publishers.

We have had no trouble with this regular accounting system, but we have had difficulties in accounting for ticket sales, especially in connection with athletics. The number of tickets given to student salesmen seldom checked with the money and tickets turned in. So we devised this plan: Each student salesman signs his name to a statement that he has received a certain number of tickets and will be responsible for them. (Fig. III, Record of Ticket Sale.)

This record is numbered (Ticket Sales Account No. _____) and this same number is written on each ticket given that student. The treasurer in charge of the ticket sale (the principal in case of athletic ticket sales) signs the receipt at the right end of the form, tears it off along the perforated line, and gives it to the student salesman. The use of this plan has practically eliminated the an-

noying discrepancies in ticket sales accounting.

In considering the advisability of matching games with certain teams it is very necessary to know whether former

games with those teams have paid out. Our regular accounting system does not furnish that information directly and it would be very tedious and difficult to tabulate and compile such data from that source. To overcome this we now use an Athletic Financial Record (Fig. III) which gives in convenient form a complete financial summary of all receipts and expenditures chargeable to the game in question. (Note that this form is supplementary to the regular accounting system.) The principal files these alphabetically by name of opposing teams. We can refer to any game we have played and tell at a glance the net profit or loss and the amounts of the various items. We have kept these records for only a short time but as they accumulate they will become more and more valuable in predicting the financial outcome of proposed games.

We use this form also as a Trip Expense Report by the coach to the principal. This Trip Expense Report furnishes the data needed by the principal in filling out his Financial Record of a game played away from home. The dual use of this form causes both principal and coach to check up on all receipts and expenditures immediately after each game, thereby preventing laxity in allowing bills to run indefinitely.

As suggested in the beginning we have devised these forms to meet certain definite outstanding needs in the field of administration of athletics. We hope the readers of this article will derive some help from them. In turn, we shall be glad to receive suggestions from readers who have been working on this problem.

RECORD OF TICKET SALE

Game or Entertainment _____ Ticket Sales Account No. _____

	Number Received	Number Returned	Number Sold	Price Each	Amount
Adult Tickets					
Student Tickets					
TOTAL SALES					

I have received _____ tickets and will be responsible for them.

COUNT YOUR TICKETS

Signed _____ (Student Salesman) Date _____

Above record is correct.

GET YOUR RECEIPT

Signed _____ (Student Salesman) Date _____

RECEIPT

NOTICE TO STUDENT SALESMAN: Be sure the Treasurer counts your money and that it checks with your count. Be sure that the records you signed are correct. The amount specified in this Receipt should be the same as the "Total Sales" item. Be sure this Receipt is signed by Treasurer.

KEEP THIS RECEIPT

I have received \$ _____ from _____ who has returned all unsold tickets to me.

Signed _____ (Treasurer) Date _____

ATHLETIC FINANCIAL RECORD of a _____ game, _____ vs. _____

Conference game? _____ Played at _____ on _____ 19____ Score _____ to _____ favor _____

RECEIPTS		EXPENDITURES		CASH	CHECKS OR TREASURY
Advance single admission sales—Adult	at _____	Guarantee			
Advance single admission sales—Student	at _____	Referee (name)			
Single admissions at gate—Adult	at _____	Umpire (name)			
Single admissions at gate—Student	at _____				
Guarantee					
Total game receipts					
Omitting season tickets, Net Profit \$ _____ or Loss _____					
Approximate pro-rated share of season tickets credited to this game					
Adding this game's share of season ticket receipts—Net Profit \$ _____ or Loss _____					
Instructions—If used by Principal to keep a financial record of athletic games for future reference: Fill out all items of "Receipts" and "Expenditures" chargeable directly to this game. For miscellaneous expenses school games, as these records accumulate they become valuable reference data to supplement the regular accounting system.					
Instructions—If used as a Trip Expense Report by Coach or Manager: Make duplicate copy and turn in the original to Principal or Treasurer. Itemize all expenses in "Expenditures" column. If authorized to write checks on Treasury for each item, enter such amounts in "Checks on Treasury" column. If advanced a lump sum at start of trip (actual cash or a check to be cashed), enter amount of such item paid out of this sum in "Cash" column. If sum is advanced full out before _____					
Amount advanced \$ _____ Total "Cash" Expenditures \$ _____					
Balance due Coach \$ _____ or returned by Coach \$ _____					
Received payment of above _____					
					Total Expenditures \$ _____

McKnight & McKnight, Bloomington, Ill.

Fig. III: Record of Ticket Sale

THE FOOTBALL COACH: AN AUTUMN TYRANT

By JOHN KIERAN

(Through courtesy of the New York Times)

MYSTERIOUS figures, these football coaches. For a few brief months in the golden Autumn their fame is wide, their words are law, their expectations are public property, their worries are shared by multitudes, their whispers are awaited with awe and their very thoughts are broadcast across the country. They control or mold the destinies of thousands of boys by precept or example, by perspiration or inspiration. They gather the laurels in great victories or bear the brunt of ignominious defeats. They are nationally prominent men, important public figures. Then the curtain falls swiftly over the far-flung gridirons and these mighty men disappear from the public eye as completely as though the earth had opened and swallowed them.

One month finds them among "the powerful of the earth, the wise, the good"; the next month knows them not at all. They have fled the scene. *Dissipati sunt!* And no man notes the path by which they went. They hibernate and estivate, and even the prying naturalist takes little interest in their life cycles. One stage only of their lives attracts "that fierce light which beats upon a throne". The rest is shadowed, neglected, unnoted, or, if glimpsed at all, vaguely visioned as something seen through a glass, darkly.

For eight months of the year the football coach may lead the placid and untroubled life of John Doe or Richard Roe. He may shovel snow, plant a garden, read good books or play golf unmolested. Nobody camps on his doorstep or dogs his footsteps. He is magnificently disregarded. Then September rolls around and, by the calendar, he becomes one of the mighty men of the country again. His photograph is in all the papers over and over again. His system is discussed even more solemnly and debated more bitterly than disarmament, unemployment, the tariff, the gold standard or any other national plan or panacea. Captains of industry hang upon his words. Supreme Court judges bow before his decisions. Educators stand in awe before him. The youth of the Nation worship at his shrine.

"Smith Confident", runs the headline. In February or June it would not mean a thing. The reader might be puzzled temporarily, wondering just which Smith it was, what he was confident about, and who cared. But in October or November it would be a message of sectional or national import and no initials would be needed for identification. Smith confident! Smith's famous double wing-back attack would dazzle and bewilder the invaders. The maroon would wave on high! Did you see what Smith said about wait-

ing ends and crashing tackles? That's the way to stop those fellows, Smith knows. He has the system. Just look over his record.

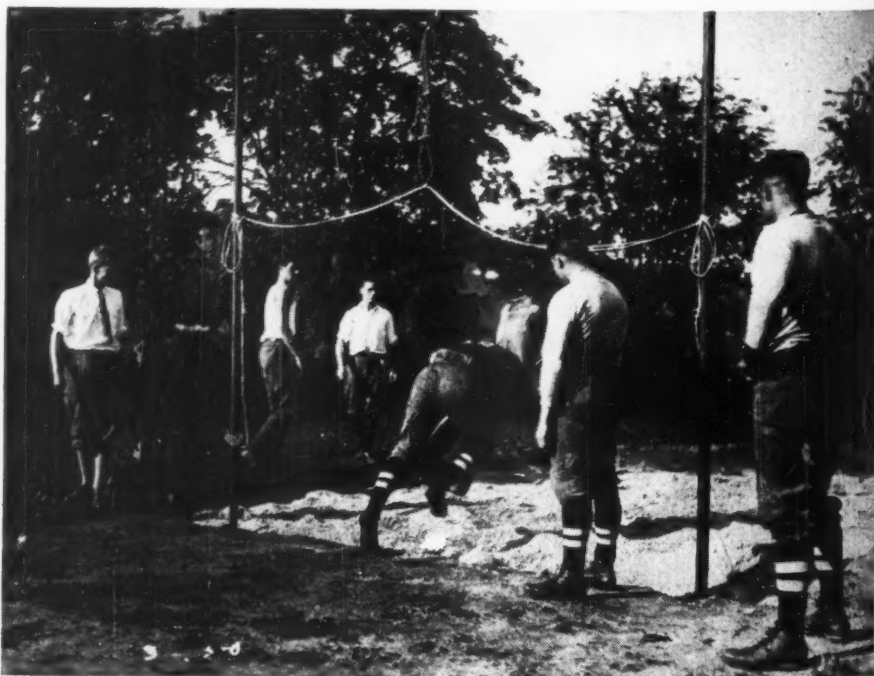
And if Smith sweeps through to a "championship" — often claimed but rarely established in intercollegiate football—he will be asked to speak over the radio, to orate at banquets, to address Rotary Club luncheons, to be a partner in a brokerage concern, to write for a syndicate, to appear in the movies and to endorse shock-absorbers, hair-oil, three-ply suspenders, electric ice boxes and ball-bearing roller skates. But if Smith has a poor season and drops the big game to the traditional rival as a final blunder, the poor chap will be wondering whether or not his job is safe. He will not be asked to endorse even fresh air. He will be asked to keep quiet over the radio and nobody will listen to him at Rotary Club luncheons. He may rise to fame and fortune on the broad shoulders of some husky, bowlegged, bull-necked youth thrust unwillingly into college by some fond parent. He may slip from the heights because an ambitious scrub eleven ruined his best ball-carrier in a practice scrimmage on a muddy field.

IT IS a queer life and a quaint career. The odd part of it is that most of these coaches are "reg'lar fellers" who are often themselves slightly bewildered by the waves that sweep over them, waves of excitement, tension, applause, notoriety, criticism, approbation, abuse—and oblivion. The football coach is just a football player grown older. Practically all of the coaches are college graduates, teaching to younger lads the game they were taught themselves.

They take themselves and their duties seriously. One prominent football coach this season was told that it would be necessary to operate upon him immediately for appendicitis. He refused to submit, saying that he had to be at the university in a week to start football practice. It was his first season as head coach there, and he would not fail the boys so early in the game. The physician shrugged his shoulders and warned that delay might be fatal. The coach still insisted that football was more important to him than an ailing appendix. Luckily, his family and the university authorities intervened and forced him to the operating table. He is up and around again and coaching his team, but his spirit in the incident is remembered by his players.

There was also the case of the most famous coach of them all who, dangerously ill, coached from a cot, a specially designed chair in an auto, by telephone and by letter. Against the stern commands of outraged physicians, he was rolled to the sideline in a wheel-chair for the season's big game.

There are differences in coaches, of course, but most of them are imbued with a real love for the game or they wouldn't be holding the positions they have now. Though the trend is toward the all-year coach, with wider athletic duties and a recognized position on the college faculty, there are, or have been, many prominent coaches who were on what might be called a part time basis, men who follow other pursuits when the "oblate spheroid" is put on the shelf for the season. One famous Yale coach was head of a manufacturing concern. Another was in the coal business. A noted Harvard coach—his teams were successful against Yale—



was in the leather goods business in Chicago. A former coach at Princeton was a councilman in Philadelphia and a lawyer by profession. One of the smartest coaches in the game is a Chicago jurist, who coaches his team during court recesses in the Autumn. Other football coaches have sidelines in real estate or insurance. It was the fun of the game, the spirit of football, that kept such men in the coaching profession.

OF THE cheering thousands in the stands at a big football game, few realize what the coach does or how he does it. They know he directs practice, picks the team, sends in substitutes, plans the attack and defense as much as possible before the fray starts and delivers a "fight talk" if necessary between the halves. But that is only a small part of the program. Consider the case of a coach who has been appointed to take charge at some fairly large school.

The first thing he has to do is to look over the premises and study conditions. How many boys are there in the institution? How many can be expected to come out for football? What football equipment is left over from last year? What more is needed? Are the showers in good working order? In what condition is the turf on the gridiron? How is the drainage system working, if there is a drainage system? Is there a practice field so that the regular gridiron can be kept in shape for the games? Who is to take care of visiting teams? Who handles the football ticket problem? Who sees that the football officials for the games are taken care of? What about the training table, and who is to cook for it? What diet has been followed in previous seasons? How will the classroom schedule affect the hours for football practice? Are there facilities for practicing under arc lights late in the season? Is there time around the noon period for a brief session of "skull practice" or a quick lecture on general tactics?

THESE are just a few of the questions to which a young coach or a new coach must find the answers before he begins actual work with the boys. When the boys appear on the field a new set of problems is presented to him. He has to find out who they are and what they can do. He has to discover their strong points so that they may be utilized, and their weak points so that they may be eliminated or protected. He has to spur some players on and hold other players down. He has to lay out a training program hard enough to work the boys into shape and not so hard that they will go stale or lose zest for the game.

At a big college there are plenty of assistant coaches. One can handle the kickers. Another can be drilling the back-field men. Still another can take



the ends to a corner of the field and put them through drills on correct end play. Another can be working with the linemen. The head coach goes from one group to another, watching all the work, changing a boy from one squad to another, sending one boy to the field house because he is limping and moving up a likely-looking candidate from the lowly scrub team. There will be a warm-up period of calisthenics each afternoon before the real practice begins. The head coach may conduct it or leave it to the trainer.

Where the head coach is also the foot coach and trainer and rubber besides, he has to do all that work and do it as best he can. One famous coach of recent years was, in his early days, coach, trainer, secretary, ticket taker, treasurer, purchasing agent, tutor, stadium superintendent and foster-father to the whole football squad.

Where a school forbids football practice until Sept 15, the boys are supposed to report in shape to take up scrimmage within a few days. But not all the boys are in such good condition. Anybody can see that. No use counting on those fellows for early games. That means they will miss the early-game experience and thus handicap themselves and the team for later games.

Some boys are fine natural players, but find the mechanics of the game a bit too complicated; they have a hard time remembering the rules and the signals. If the quarterback calls 86, they may get the play confused with 32—a grave error because one is a spinner play to the weak side and the other is a long diagonal pass.

Some lads can charge, but are unable to block effectively. Some can block, but are weak on the charge. Some tip a com-

ing play by a faint movement even if it is only a glance of the eye, a sudden setting of the jaw or a difference in the stance behind the line. Oddly enough, some ball-carriers are good at running to the right and a total loss at running to the left, or vice versa. A coach has to find out all these things, and rather quickly if he is to profit by his discoveries.

He has to give his men enough plays to provide variety on attack and at the same time keep down the number of plays so that perfection (or as near it as possible) will be easier on any given play because of familiarity and experience with it. A high school coach once wrote a famous college coach that he had taught his boys seventy-five plays and thought a few more were needed. "Seventy-five plays!" said the famous coach. "I didn't know there were that many in the world." One successful team in the Eastern region goes along using from nine to fifteen plays during a game, and nearer nine than fifteen on the average.

A COACH has to set his plays to suit his team, his schedule and his material. If he has a light, fast team with few reserves, he won't be teaching his boys fifty-seven varieties of line plunge between tackle and tackle. If he has a line that will hold, he can give his backs trick plays that take a second or two to develop. But if the line is "paper work" that style of attack is out. He has to consider his opponents, too. If they are built to stop a running game, he has to go "overhead" or try a bit of kicking. If his team is superior to theirs in reserves, he can turn that point to advantage by a hammering game.

In some ways the playing of the game

itself finds a coach at his greatest tension and under the greatest strain, but in other ways it is an easy day for the coach because there are so many things he is not allowed to do. He may not call the signals, make a tackle, block out a lineman or catch a punt. He has to sit on the bench and watch the results of days or weeks of his drilling, exhorting, and lecturing.

Of course, he talks to the players on the bench and between the halves. He points out weaknesses on the opposing side (and on his own side, too). He sends in substitutes, and a substitute, after one play has been run off, can deliver information or instruction to the captain. But the players are on the field and the coach is on the bench and all the play is on the field. At other times in the football season the coach is supreme, but between the kick-off and the final whistle he has surrendered much of this vast authority and the boys on the field are "on their own". Which is probably as it should be.

A really important part of a coach's duty during a game is watching the play for signs of injury or exhaustion among the players. It is a strenuous game, and at times the boys play it with more spirit than discretion. They will try to conceal injuries for the sake of staying in there. They may be hurt and not realize it. A tired player is much more easily hurt than a fresh player. The coach has a big responsibility on this score and, to their credit, most of the coaches realize it and act accordingly.

These are just brief glances at some of the ordinary problems that a football coach must meet. There are other problems that are not within the compass of the football rules and yet well within the sphere of the football coach: fraternity politics, faculty aid or interference, scholastic difficulties of star players, clashes of temper and temperament among the players, discipline on the squad and the influence of the alumni in football affairs.

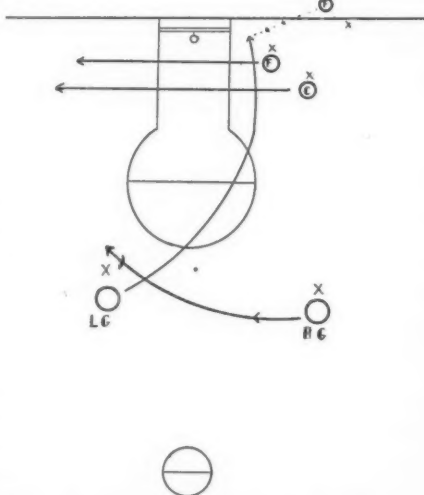
If the football coach does not win games with his team he will probably be considered a failure and lose his job. If he persuades or induces good prep-school players to drift his way he will be indicted for recruiting. If his team is successful and large crowds turn out for the games he will hear the charge of "overemphasis".

At the same time he must remember that he has charge of a large group of boys in their formative years, that they attend school primarily to be educated, that he is closer to them than any member of the faculty, that his teaching will stick to them perhaps for years and his influence may stick with them for life, and that his responsibility in these really important matters is unaffected by victory or defeat.

A Championship Attack

By DANIEL F. MEENAN, Jr.

(Continued from page 7)



F has the ball out of bounds in his own end of the floor.

If any of his team-mates (in this instance, F and C) happen to be in the vicinity of the ultimate shot at the time the ball goes out of bounds, they quickly pull away to the far side of the court to clear the shooting area.

The shot will be taken by one of the guards (LG) who, with the cooperation of the other guard (RG) blocking (screening) for him, rushes down center-floor to take the pass-in on the run and leap.

The pass-in may well be of the floater type which lightly inscribes an arc ending high on the shooter's outstretched finger tips.

the key man in this play and he always breaks from one side of the floor to the other. If the forward who is not throwing the ball in happens to be near the center when the ball is awarded to us out of bounds, he breaks with the center. At any rate they both end up on the same side of the floor. The side to which the center breaks determines which guard is to make the break for the basket. If the center breaks to the left side of the court, the left guard will make the cut for the basket, or vice versa. The left guard in this case cuts to his right, but

he doesn't make his cut until the right guard has crossed over in front of the left guard's opponent, who is cut out of the play for a split second.

There need be no personal contact involved in this. The left guard breaks just at the right moment for the basket, into the open territory created when the forward and center crossed to the other side of the court. If the left guard times his break accurately and breaks fast, he will usually be free of his opponent. The diagram will illustrate the play.

As for tap plays from center, I use only the simplest ones, not more than five at the most, and these include plays which use the guards as scoring possibilities. On jump balls in any part of the court, my players line up as they would at the center tap, but only if we are assured of getting the tap. Otherwise, we use a defensive formation.

It has been my policy at Columbia to get my players into such good physical condition that they can keep going at top speed for every minute of the game. I have them achieve this condition by running a mile every day before the season opens, and by intense half-hour scrimmages during the season. I encourage aggressiveness in their play, typified, for example, by having them dive for loose balls. I discourage any let-down during the game, and tell them that when they get anything like a five or ten-point lead, they are to put on the pressure; that is, play harder than ever, for under those circumstances an opponents' morale is broken and they are most likely to fold up, under this renewed pressure. It is an attitude such as this that enabled our 1929-1930 team to break the league scoring record, and win the majority of their games by overwhelming scores. It also helped our championship 1930-1931 team come very close to equaling that record.

Withdraw Student Control

BOSTON University's dean of Student Health and Physical Education, Dr. Frederick Rand Rogers, whose office places him in charge of all athletic activities at the university, consented to withdraw his order that the varsity football team must play under student-control and allowed Coach Hilary Mahaney to return to his conventional relationship to the team for the last two games on the schedule.

Player-control, as interpreted by Dr. Rogers, means that after any formal athletic contest begins no coach or other non-player shall have any more to do with the game than, say, an instructor during an examination. In other words, players or their captain shall choose all

substitutes, plan their own strategy, and solve their own problems during all rest periods, including those between halves.

Dr. Rogers agreed to discontinue the player-control plan when he saw how unsatisfactorily it operated in the Tufts game because, as the coach pointed out, the change from coach-control to player-control had been too sudden, the step too big for one stride. The player-control plan has not been abandoned for good, however, but the steps toward accomplishing it will be more gradual.

"Player-control is a first step toward rendering the games more effective in developing the personalities of the players," said Dr. Rogers. "It will be recog-

(Continued on page 20)

Women's Department

Edited by
ALICE W. FRYMIR

Latest Methods in Full-Back Play

By HILDA V. BURR

[EDITOR'S NOTE—Miss Burr is an English field hockey player who has been in the United States intermittently since 1922. She has coached at North Carolina College for Women, September Hockey Camp in St. Louis and Chicago. This year she is a member of the staff at the University of Michigan. She has also coached in England, Scotland and Denmark.]

THE modern type of full-back play is almost unrecognizable from the old, but so far it is only the most progressive centers of field hockey which have adopted it in this country.

Nowadays it should not be the slowest players who occupy this position, but the most intelligent, for it demands considerable judgment in positioning in relation to one's partner, and a high standard of coöperation. Any full-back who insists on playing an unthinking and individual game should be moved to a position where she can do less harm.

Full-backs who adhere to the conservative interpretation of their position do not move very far away from their own twenty-five yard line and except for spoiling their opponents' attack near the striking circle do little else to help their team.

Now, however, the most valuable back contributes largely to the attack as well as to defense—not by the "five half-back" method which was in vogue a few years ago and proved to be unsafe, but by means of one player backing up and the other covering according to circumstance. For the uninitiated these terms should perhaps be explained. A defense is backing up when she is following her own forward line in action to intercept clears from the opposing defense should they gain possession of the ball. If she manages to intercept she should pass the ball forward again with the least possible delay. Until fairly recently this was considered to be solely the duty of the halves,

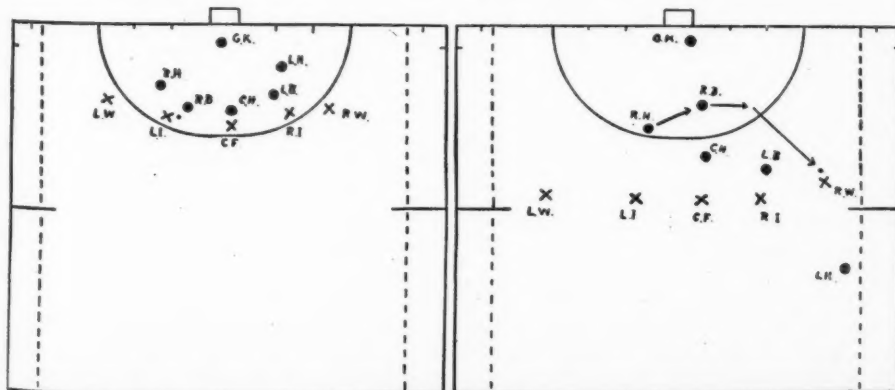
but now one back helps out as well. She should not go quite as far up as the others, however—about halfway between the center line and the twenty-five yard line is generally the limit of her advance.

While one back is following her forwards her partner should be a good deal farther down the field in case of a break through by the other attacks. This is what is meant by "covering". She should be prepared to tackle any of the three inside forwards who may break clear away with the ball. It is generally understood between full-backs that the one is up who has the ball on her side of the field and as soon as the play shifts across she retires to cover as quickly as possible while her partner advances. When the ball is in the center of the field the right back usually plays up owing to the fact that if she is evaded by an opponent it is easier for the left-back to cross over to tackle than it is for her partner, as she has her opponent on her stick side.

One of the main things these two players must guard against is standing "square"—in other words, on a line with each other. If they do this the attack can easily pass forward between them and leave them *both* behind.

There are many intricate combinations of teamwork in the latest full-back play, but to touch on them in so short an article is hardly possible. It is hoped, however, these few hints may be of help to some progressively-minded enthusiasts who play this position.

Field hockey is played at William Hall High School, West Hartford, during the regular class period. After an intramural schedule is played off a varsity team is selected and one or two games are played with nearby schools. A social atmosphere prevails at these games.



Position of defense inside the circle when the left-inside has the ball.

Right-back crossing over to tackle the right-wing before she enters the circle.

Diagrams from Miss Burr's book "Field Hockey for Coaches and Players" (A. S. Barnes & Co.)

News Items

In a recent Associated Press News dispatch from Rome, it was stated that the women's athletic meet to be held at Naples, November 1, was cancelled because the Italian Olympic Committee felt that in Italy woman's place is still in the home. The committee's announcement said that the meet, scheduled for this date is "not within the comprehension of Italian women" and competitive contests "as practiced in other countries of different mentality and habits do not accord with the character of the Italian people, who are determined to defend family unity and who do not wish excessive liberty to be given to girls and women." Pope Pius about three years ago, in an open letter to the Vicar of the Rome Diocese, opposed athletic competition for girls, but did not disapprove of physical education itself. This was one of several letters in which the Vatican protested against Fascist methods of training the youth. The Pope in one of the letters remonstrated against the use of rifles and daggers by girls in athletic training. This he felt was "contrary to good, sane pedagogy".

The fall meeting of the Women's National Officials Rating Committee was held at the Horace Mann School, New York City, November 7. This committee is doing a fine piece of work in bringing the standard of women officials to a higher plane.

The Student Athletic Association at Barnard College, New York City, conducted a play week for the students in October. Competition in volleyball, track and field, tennis, tennikoit and archery was on the program.

Soccer is played by the girls in many of the high schools in Connecticut in the regular physical education class period and as an intramural activity. Even in a consolidated high school in a small village a great many girls were participating in the game as an extra-curricular activity.

A novel indoor archery tournament was held by the Westchester (County), New York Archery Association this year which created much interest. Balloons were the targets and each time an archer broke a balloon he drew a prize from the grab bag. Silver cups were awarded to the archers hitting the largest number of balloons. Archery is becoming more popular each year. High schools are fast falling in line with the colleges in introducing this sport on their programs.

Out of the Huddle

Strength Unified

WESTERN Pennsylvania will have one of the strongest high school football organizations in the country in 1932 as the result of the formation of the Western Pennsylvania Interscholastic Athletic League Class AA conference.

Eleven of the 126 schools which have the largest attendance and which have shown the strongest football power over the past decade have been selected for the first year.

These include New Kensington, Wilkinsburg, Washington, Clairton, Charleroi, Monessen, Turtle Creek, Greensburg, Jeannette, Norwin, and New Castle.

The new conference now gives the W.P.I.A.L. three distinctive classes of competition. The Class AA or Senior Conference; Class A or intermediate group and Class B or junior group.

The AA circuit will operate on the same plan as the Big Ten Conference. Each team will be required to play at least four member teams for championship consideration, and the opponents will be alternated each year.

The football season just ended was one of the best ever experienced in Western Pennsylvania. Attendance was, if anything, better than it was in 1930.

The Western Pennsylvania district responded nobly to Owen Young's unemployment relief plan, and during the last two weeks in November, virtually every school in the district either participated in a post-season benefit game or donated part or all of the proceeds from a regularly scheduled game.

Now with the football season past, attention is turned to basketball and the defense of the State championship, which Scott High of North Braddock won last year.

One hundred twenty-six schools will vie for the Western Pennsylvania title and a berth in the State tourney. These will be divided into sixteen sections of from six to eight teams each.

At the season's end, Pittsburgh's outstanding athletic event—the W.P.I.A.L. basketball eliminations series—will provide a nightly spectacle at the University of Pittsburgh basketball stadium that is surpassed in few parts of the country.

Heads or Tails

TILDEN TECHNICAL High School and Schurz High School of Chicago were tied in the semi-finals to decide the Chicago Public League champion. One of the teams had to play Harrison on the following Saturday for the championship.

Said Coach Charles Harvey of Tilden

to Coach Bob Koehler of Schurz: "Let's toss, and whoever wins, his team will go into the finals."

"I'm willing," replied Coach Koehler, "and suggest that we do the tossing tomorrow."

Coach Harvey of Tilden thought that there was something odd about this suggestion. But he consented to delay the tossing until the morrow.

On Sunday morning they met in a Chicago hotel and Coach Harvey of Tilden pulled out a coin and said: "Call it, Bob. One toss takes it."

"Gladly," replied Bob Koehler, "heads."

Heads it was and Koehler's team was to play Harrison for the title.

"Say," asked the Tilden coach, "would you mind telling me why you did not want to toss yesterday?"

"Surely," replied Koehler, "I went home, and my wife and I sat up all night flipping coins to see which side came up oftener. That explains why I called heads."

Night Football Abolished

ABOLISHMENT of night football games and the establishment of later opening dates of the football and basketball season for the six public high schools in Indianapolis were agreed on by the faculty athletic managers of the schools.

The high schools will play no night games in Indianapolis and will attempt to schedule all games played on foreign fields for the daytime. Only two football games will be played prior to October 1 and the basketball season will not open until December 1. The agreements are effective at once but will not disturb games already scheduled.

It was reiterated at the meeting that night football has attracted a "rowdyish" following and that playing conditions are made worse by damp ground.

The group also decided that summer camps may be held at the discretion of the individual school and are of less concern than the date of beginning the football season. The football season opened September 12 in some of the high schools this year. The opening of the athletic season, it was pointed out, regulates the start of intensive practice both in football and basketball.

Three agreements, continuing the present situation, were reached regarding medical attention to athletes. They were: That no one be admitted to a squad unless his physical condition is approved by a physician; that no player enter a game if there is any evidence of his being unfit, and that medical aid be readily available in all strenuous athletic contests.

Discussion also touched on relations among players, pupils and supporters of different high schools. Schedules should be drawn so that friendly rivalries are continued, it was agreed.

News Nuggets

WORCESTER, Mass., scholastic football enjoyed the best season ever during the campaign just concluded.

Approximately 20,000 spectators attended the public high school games, which is an increase of 17,000 over the series of a year ago when but 3,000 persons attended the entire series.

Including the inter-high series, in addition to the home games against local and out-of-town elevens, the attendance for fourteen games played at the athletic field was near the 50,000 mark.

The physical education staff in the public schools of Providence, R. I., has increased from two to seventy-five in the past ten years. Much credit is due Miss Helen Cooper, one of the Supervisors, for this expansion.

Florence Turnbull, instructor of physical education at Crosby High School, Waterbury, Conn., informed me that she was discontinuing varsity basketball this year and having an intramural program in its place.

Among the football rules changes being suggested (again) from one place and another, we have culled the following as being most conspicuous: Further curb on the forward pass; restriction of the number of substitutions that can be made; elimination of the kick-off; retention of the kick-off but provision made whereby formation of a flying wedge for ball-carrier would be illegal; increase in the width of the field; provision made for deciding a tie game in favor of team gaining more yards from scrimmage.

One of the innovations in the new Grover Cleveland High School, Ridgewood, N. Y., is a store where the students may buy athletic equipment, sports wearing apparel, and other things necessary for the work in the classroom. Dr. Charles A. Tonsor, principal, leans toward discipline in education. "I feel that there has been too much freedom in education," he said.

Coach Ray Perdue of Statesville, N. C., High School rose from his seat on the bench during his team's game with Taylorsville High School, and approached the head linesman, Garfield Jennings, to protest a decision Jennings had made.

(Continued on page 22)

BASKETBALL

By the Rev. Frederic C. Lauderburn

Chaplain, General Theological Seminary

Are these the dusty lads of every day?
This romping Siegfried shrilling on his horn,
This poised Apollo like a star new-born,
These galloping Galahads o'er the fields of morn,
Careening Argonauts in golden spray?

There's a golden haze above this shining floor,
Like dust along the pioneering way
That lured from Alcazar to Santa Fe,
Where mavericks now, in riot of their play,
Rouse memories of some dead conquistador.

What swift designs commingle as we look!
A fleeting hieroglyph is every lad,
A nightmare of kaleidoscopic plaid,
Sedate Euclidean geometry gone mad,
Clipped from some cunning necromancer's book.

A flight of swallows wheels in the freshening sky,
Swoop of a falcon cuts across the gale,
Dart of a humming bird in jewelled mail,
Stance of a stag at gaze, the silver trail
Of salmon leaping to the flickering fly.

The tenuous fabric of the quivering air
Is rent with quick, decisive, flashing cries;
A glint of scarlet through the thicket flies,
The hounds give tongue beneath November skies,
The pack's afoot; now, foxes, to your lair!

The game is over, and we turn away.
The dust slow settles on the lonely floor
A nighted silence droops without the door.
And frosty youth is frosty youth once more—
These ARE the dusty lads of every day.

FROM THE STATES

MATERIAL GLEANED FROM THE
OFFICIAL BULLETINS OF THE
STATE ATHLETIC ASSOCIATIONS
AND MEMBERS OF THE NA-
TIONAL FEDERATION OF STATE
ATHLETIC ASSOCIATIONS.

THIS Year of Depression has given the high school authorities another opportunity to observe the pointedness of the saying that there is an exception to every rule.

The high schools that have a rule against the playing of post-season games, and extra games, for "worthy causes", are finding it worth while to make an exception to the rule in this emergency. Other high schools are finding it not worth while. It is quite possible, speaking editorially now, that both are right. The very important fundamental thing in adhering to the right principle is the absolute control of these games by the school people themselves. If the school authorities of a certain place are convinced that the control of any such charity game would pass out of their hands to any degree whatsoever, it would seem that they serve their country best in this emergency by doing the unpopular thing.

COMMENT on this topic has been made in a number of official publications. The bulletin of the Oklahoma High School Athletic Association states:

"The high schools of Oklahoma are assuming an unusual rôle by attempting to aid in the providing of funds for charity. An educational institution is supported and financed by the community. Its purpose is to develop the bodies, minds, and souls of the children of the community. The modern educational plant; however, is utilized in many ways to serve the interest of the entire community. The use of proceeds from school games for charity is a new departure from the accepted purposes of the high school organization.

"Permission has been granted by the High School Athletic Association for schools to play one post-season game for the benefit of charity. It is expected that the same general policies are to prevail as in any other undertaking for charity. First, each school through the school authorities should determine the advisability of their joining in the plan. There will be conditions in certain schools that would make it inadvisable to extend the football season further. It is expected that all schools are to do their part but the school authorities are best fitted to determine what that part shall be. No school is to be coerced into playing a post-season game. Contributions to charity are voluntary.

"As suggested in an *Athletic Journal* editorial, the main objection to educational institutions playing for charity is that some politician, newspaper or organization uses the game in question for selfish purposes."

The Illinois High School *Athlete* make the following observation:

"Any reader who is familiar with the problems of school athletics will wonder why any organization outside the school field should insist on using school teams in contravention of the rules of trained educators. And even if charity games are to be played it would seem that the games should be sponsored by the school men themselves and the funds administered through the regular school channels. If one cared to use the emergency alibi, one could be found every year. One of the reasons for State and national athletic laws is to prevent the indiscriminate use of school teams by any well meaning but often misguided organization.

"The Chicago city schools faced this problem last year. Attempts were made to force them to play a post-season game for funds to be administered through political channels. The principals had the good sense to refuse. However, as a compromise measure the proceeds from the city championship game were given to charity, through channels designated by the city school league.

"Thousands of boys throughout the length and breadth of the land have, during the present season, been deprived of the opportunity to participate in games and sports because of insufficient funds to provide equipment. Numerous school athletic departments are forced to curtail beneficial activities because of the same reason.

"School administrators fully realize that this is a time of unusual stress. And apparently complete poverty of statesmanship and economic efficiency on the part of our national leaders has either plunged the Nation or permitted it to be plunged into the deepest morass of unemployment, with its consequent suffering, that the Nation has ever experienced. School men are disposed to look upon this as an emergency and will not hesitate to make such contributions as they can to relieve the suffering and distress evident on all sides. In view of the emergencies that exist, we recognize the necessity of curtailing certain very desirable educational opportunities of the future generation in order to feed and clothe the present generation. However, we cannot refrain from adding that in our judgment the educational facilities of the youth and particularly those which are designed to promote health and physical fitness should be among the last of the national activities to suffer in the interests of "charity". Instead, however, it seems to be a popular notion that the first place to begin curtailing activities is along the lines indicated, and the first group on which the attention of the enthusiastic charity promoter rests is the school athletic team."

• • •

THE *Kansas Athlete*, voice of the Kansas State High School Athletic Association, states the attitude of most school administrators in an article "Financial Security in Athletics."

Sports goods manufacturers could supply a surprising list of otherwise efficient high schools that allow their bills to go unpaid over long periods of time.

"No school administration," says the *Kansas Athlete*, "can afford to have the reputation of not paying its bills or of contracting for athletic equipment for which it makes no arrangements to pay. It is unfortunate that the athletic departments of a few of our schools are lax in meeting their bills and are cited as examples of institutions maintained on bad principles of business. Frequently coaches are permitted to buy equipment without any check by their administrative superiors, a practice which almost invariably leads to embarrassment. In their anxiety to produce winning teams they buy with no regard for the cost. They do not often deliberately run up bills which they cannot pay but in their enthusiasm they need a guiding hand to steer them through the rapids of financial distress.

"Dealers and distributors can help by insisting that their salesmen do not oversell their customers. Good will is best established by giving sound and reasonable advice and assisting in seeing that the school's purchases are made in accordance with its ability to pay. New and inexperienced coaches are often easily led to believe that they must have the best that money can buy and plenty of it in order to turn out winning teams. The frills in athletic equipment have never been known to produce touchdowns or shoot baskets, but it is difficult to make a coach believe this after he has attended a coaching school where a high-powered and high-pressure coach has exhorted on the necessity of buying certain equipment, upon which a certain name is stamped—his interest being primarily in the royalty he is to receive."



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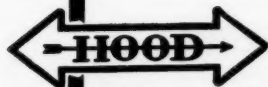
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New Books in Physical Education

Expression-Gymnastics. By Dr. Rudolf Bode. Translated from the German by Sonya Forthal and Elizabeth Waterman. A. S. Barnes & Company. 161 pp. \$2.00.

The translation of this valuable contribution to the present trend of physical education in Germany shows a keen understanding of and familiarity with the Bode "Rhythmic Gymnastics" by the Misses Forthal and Waterman. The material in the book is divided into two parts, the first part dealing with the philosophy and method of physical education as viewed not only by the author but also by many of his contemporaries. Bode states that "nature teaches that the child is an indivisible whole, an essential organic unity of manifold capacities of soul, mind, and body". The second part gives a complete description of the varied body movements (relaxation, contraction, and circular) supplemented with forty-eight illustrative plates.

In this book, Dr. Bode is introducing a program of physical education for the German youth which moves away from the inflexible militaristic system of gymnastics. This movement in Germany, of which Dr. Bode is one of the leaders, represents a similar trend in our own country in which we have been witnessing a departure from the formalized program of calisthenics and stereotyped gymnastics. Along with the Youth Movement of Germany the program of physical education as suggested by Dr. Bode has raised the German youth to a new realization and appreciation of body coordinations and self-expression, which takes on a compromise of our present programs in dancing and sports. "Between sport and the dance is 'Expression-Gymnastics', for it contains both components, the stimulation of feeling and the volitional act."

While the exercises of Dr. Bode may not be adopted universally, the contents of Part One of this book is highly recommended not only to those interested in physical education, but to all individuals charged with the education of youth and adults.

G. F. LOEBS, Lincoln School,
Teachers College, Columbia University.

Tap, Caper, and Clog. By Helen Frost. A. S. Barnes & Company, New York. 72 pp. \$2.00.

Tap, Caper, and Clog comes to us from the inimitable Miss Helen Frost, formerly of Teachers College, Columbia University. It has developed from the present active interest in tap dancing. As a pioneer in the field of clog and character dancing, Miss Frost is widely known for her three previous books. The new volume consists of fifteen varied character

dances. Neither the novice nor the more advanced student of tap dancing need be disappointed in this book.

Miss Frost believes that tap dancing is not valuable educationally, if it is merely executing a succession of steps to an exhilarating rhythmic piece of music, usually jazz. "The true educational approach is in the character dance," says Miss Frost. Here the dance has association with but one melody or musical form. In this new book, music, pattern of the dance, and pantomimic action are so integrally linked up that one has no inclination to use one without the other. Miss Frost meets the never-failing plea for jazz by saying, "A little jazz carefully selected, is an interesting study, but if used to excess it will bring monotony." We will have stripped our tap dancing of its value if we leave it on the plane of mere routine.

The book includes illustrative silhouettes, full description of the dances with music admirably arranged by Ruth Garland and T. Frangopoulo. In it will also be found a useful list of all Miss Frost's clog and character dances classified according to progression.

MARJORIE L. HEATH, Lincoln School,
Teachers College, Columbia University.

Lower Age Limit

At a meeting of the Indiana High School Athletic Association recently it was decided that the age limit for participation in high school athletics should be cut from twenty-one years to twenty years.



The athletic council of the organization ruled that the change would not be retroactive, but would operate for all students entering high school for the first time in the second semester of the present school year.

Withdraw Student Control



(Continued from page 14)

nized that under this system coaches must instruct players in the technique of the game far more thoroughly than in coach control where they can supply neglected information at a moment's notice. The players must assume new responsibilities, exercise their latent powers of leadership and ingenuity, and cooperate among themselves exactly as they must in adult life, with no nurse or guard or teacher over them."

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Underwrite Good Feeling at Los Angeles

By ARTHUR GRAHAME

FEW sports-wise people doubt that the Olympic Games have done much to further the good cause of friendships among the nations. Fewer still among the sports-wise even attempt to deny that each four years these same Olympic Games have been the cause of outbreaks of international bad feeling. Although "played up" sensationally by a portion of the world press, these unpleasant incidents usually have been forgotten quickly, while the good that the Games have done has endured.

Downright poor sportsmanship hasn't been the cause of many of the Olympic rows of the past. Most of them have resulted from varying national conceptions of what sport is, or from varying national interpretations of the rules of sports.

In reality, the track and field contests are the Olympic Games. They are the big show, held under the big top. Oddly enough, it is the side shows—the sports added from time to time to the Olympic program—that have caused most of the troubles of the past. But there is one difference in national attitudes that, even in track and field, is an ever-present menace to international good feeling. Most American athletes and coaches regard an Olympic race as a team contest—nation against nation. The athletes of all other nations regard it as an individual contest—man against man. We are wrong; they are right. Why not adopt their attitude before 1932?

It is the Olympic sports in which the winner is determined not by time or distance, but by the judgment and rule—interpretations of officials—that have caused most of the trouble.

The Olympic boxing contests in Amsterdam in 1928 were marred by violent arguments between officials, and by near riots among the spectators. Why? Not because the boxers, generally, weren't good sportsmen, but because differences in rule interpretations by officials made spectators of various nationalities think that their boys were being robbed.

American dissatisfaction with decisions was loudly vocal—the American boxing fan being accustomed to shout what he thinks; and to seeing ring contests judged on the basis of clean hitting on offense and cleverness on defense, while European boxing judges value aggressiveness so highly that they seem to allow it to outweigh all other values.

Wrestling is another sport that caused wrangling in Amsterdam. It is our custom to recognize only pin falls, in which both shoulder blades must be in contact with the mat for two seconds, while the Europeans recognize rolling falls, in which the two shoulder blades need be in simultaneous contact with the mat for only a fraction of a second. Realizing

that the weight of world wrestling opinion is heavily against us in this matter, our amateur wrestling authorities very sportingly have accepted the European attitude—and very wisely are developing a team that will have a good chance of success under the European interpretation of the rules.

In the past, differences of opinion in Olympic fencing have led to challenges for duels with sharpened swords. Our fencing authorities, however, have been holding rule conferences with the Europeans in the hope of averting bad feeling at next year's contests.

All Olympic Winter Games skating races of the past have been skated in the European style, in which the skaters race in pairs, in separate lanes, against time. At our solicitation, and rather unwillingly, the Europeans have agreed to race in the American style at the Winter Games at Lake Placid, N. Y. Realizing that it will result in more exciting contests for skaters and spectators, they are willing to give our way a trial. But they are frankly fearful of rough tactics that may keep the fastest man from winning. In all European eyes, American sportsmanship will be on trial in these speed-skating races at Lake Placid, and, as we have induced the Europeans to accept our style of racing, it is very much up to us to see that no American skater gives them cause to regret their acceptance.

The United States will play host to the rest of the sport world at Lake Placid and at Los Angeles next year. We want every visiting athlete to come to America feeling that he is coming among friends, and to go home feeling that he has competed against sportsmen. To achieve that result, we must make every effort *before the Games* to clear up differences of opinion that might lead to trouble—to underwrite good feeling at the Olympic Games of 1932.

SPORTSMANSHIP BROTHERHOOD

The accompanying article by Mr. Grahame is presented by the Sportsmanship Brotherhood whose official publication we have the honor of being.

• • •

The Sportsmanship Brotherhood lost a staunch supporter in the death of John McEntee Bowman, member of the Board of Directors since 1927. Resolutions of sympathy were passed at the November meeting of the Executive Committee.

• • •

In the death of Senator Dwight Morrow, the Brotherhood lost another of its sustaining members. After his return from Mexico Mr. Morrow frequently testified to the importance of sports and games in developing understanding between peoples of the different nations.

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Out of the Huddle

(Continued from page 16)

Their words became hot, and in the climax Jennings struck Coach Perdue a blow in the face with his fist, killing him. Perdue died on his way to the hospital of concussion. He had coached football and taught history for two years; was twenty-four years old.

Public interest in high school athletics has been one of the chief factors in over-emphasis, is the belief of Superintendent Frank C. Sweeney of the Kingsford, Mich., schools. He also believes that the music contests have been overemphasized—a refreshing note to football men.

Coach Eli Hassen of Hyde Park High School, Chicago, has his football players go to the summer camp, where he is athletic director, ten days before the opening of school. Thus, by the time school opens, those Hyde Park players who may not have been in first-class condition, are more likely to be closer to it than they would have been had they been less fortunately placed.

Logan, Iowa, High School, trailing Woodbine High, 6 to 0, at the end of the third period, and unable to stand satisfactorily on its feet because of the slippery ground, decided to finish the game without shoes. The game ended in a tie score, and numerous tender feet.

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Style P \$7.75

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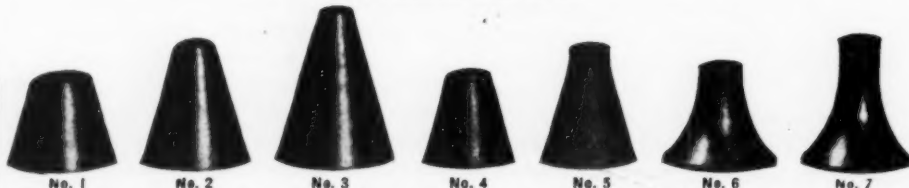


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FOOTBALL PATHETIQUE

(From the *New Yorker*)

A small boy, appearing through the smoke of leaves burning, asked us to help him blow up his football. This was a task we hadn't performed in some years, but we set about it with a great fuss, hurriedly recalling Octobers of our own athleticism.

In those days, we remembered, when there was a football to be blown up, the first step was to find Freddie Schuler (who had a superb lungblast), and then to find a lacing needle—which was probably in the harness closet in the barn. It meant loosening the laces, taking off the rubber elastic band from the neck (the little wispy blast of residual air came out cool and smelly in one's face), and making Freddie blow the bladder full. Then the rubber band was wound round and round, the neck was tucked back along the bladder, and the laces were pulled tight—always with the result that the bladder never got covered completely but bulged through the lacing like a foot through a tight shoe. The whole opera-

tion used to consume about three-quarters of an hour.

So we were a bit awed when the small boy produced, from his zipper jacket, a tiny metal valve and handed it to us, pointing to a hole in the pigskin near the lacing. "We'll have to go to a filling station," he said, "to get air." He evidently knew what he was talking about. There, in the mechanistic driveway, hard by the gas pumps, we knelt in the gravel and drove a quick shot of free air through the patent hole into the football—without ever disturbing the laces, without ever finding Freddie Schuler. And all in so short a time it wasn't really much fun.

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California Control

The California committee on interscholastic athletic relationships has submitted to the High School Principals' Association for their consideration the following recommendations for improved control of interscholastic athletics:

(1) All interscholastic championship games, insofar as possible, should be limited to local leagues.

(2) There should be a revision of the organization of local leagues considering size of schools and limiting the number of schools in the league so as to reduce the number of games.

(3) With the exception of San Diego, Bakersfield, Eureka and possibly a few other places, the elimination of long-distance travel by athletic teams involving staying over night.

(4) American football should not be played in grades below the tenth.

(5) The abandonment of the discus and javelin throws as athletic activities in the schools of the State.

(6) The elimination of spring and summer football practice by all schools.

(7) The discouraging of uses of terms "major" and "minor" sports and the placing of the proper emphasis on all sports, according to their educational values to those who participate.

(8) More emphasis should be placed upon the sports that follow through into after-school years, such as volleyball, handball, golf, tennis and swimming.

(9) The elimination of athletic awards of intrinsic value and the substitution of school letters for all students who meet the minimum requirements in mental, social and playing efficiency.

(10) Reduction to absolute minimum of ticket selling within the school for athletic contests.

(11) Decreased emphasis on interscholastic athletics and increased emphasis on intramural athletics.

(12) Passing a physical examination given by a licensed physician before allowing a student to enter into athletic competition.

(13) The use of unpaid adult and student officials in all games with exception of league games in basketball, football and baseball. For these games adult officials should be appointed by the school authorities and the officiating done insofar as possible by school people. The compensation for officials should be standardized by the local leagues.

(14) The superintendents and city and county supervisors of physical education should have a definite reason along with the high school principals in determining interscholastic relationship.

(15) High school principals of the State in coöperation with superintendents and city and county supervisors of physical education, should use the foundation laid by the C. I. F. in developing a larger group of local leagues and in increasing the personnel of the governing body.

(16) The chief of the department of health and physical education in California should be a member of the governing body which determines all interscholastic relationships.

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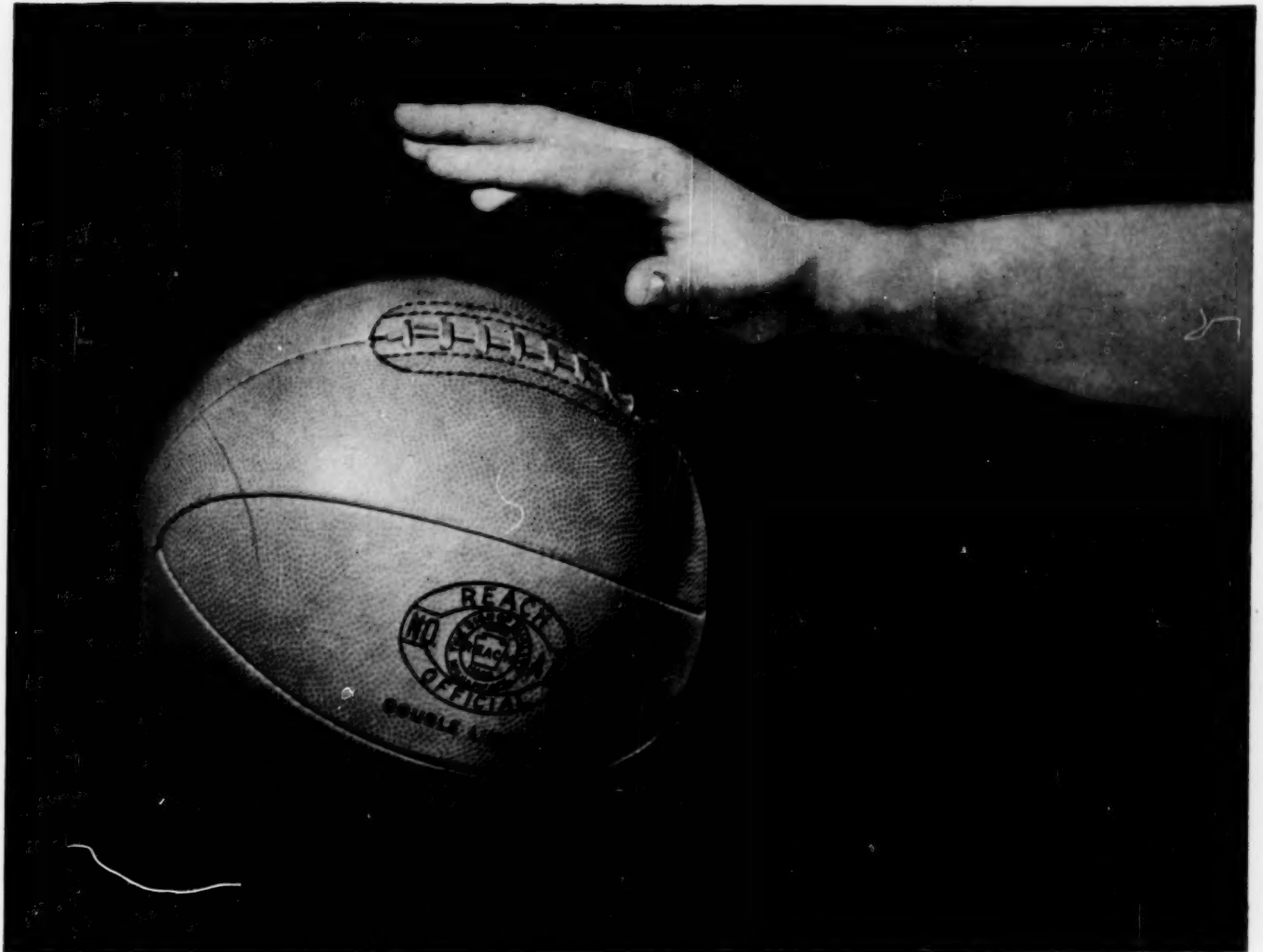
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THE NEW D & M ZIGZAG STITCH AND RHINOTEX LINING

75 WHACKS

WITHOUT LOSING SHAPE

The new D & M 7GK Official Basketball with the ZIGZAG Stitched Rhinotex Lining has been enthusiastically acclaimed by dealers, coaches and players wherever it has been shown. All agree that the new D & M construction improvements have at last produced a basketball that will maintain its shape indefinitely and withstand the abuse of the most grueling tests.

The Floor Punishment Test not only duplicated the hard wear a ball gets in actual play---it subjected the ball to a much greater strain. One of the new D & M Official Basketballs was placed on a concrete floor and "whacked" 75 times by a husky man firmly grasping a baseball bat. Before and after



Inside-Out View Showing the Zigzag Stitch



New Improved D & M 7GK Official Basketball

this terrific beating, precise measurements of the ball were made. Throughout the ordeal it had maintained its original shape.

The ZIGZAG Stitch (patent applied for) divides the double-layer Rhinotex Lining into triangular sub-divisions. This equalizes the strain on the lining and overcomes the tendency of the ball to lose its shape in the hard service of regular play. The Floor Punishment Test, plus the other factory and field trials, prove beyond a doubt the superiority of the ZIGZAG Stitch construction over the structure of old style basketballs. The new ball maintains its shape indefinitely.

Your dealer will gladly supply you with the new D & M Official Basketball. Order at least one today. Put it through every possible test and you'll be convinced that the ZIGZAG Stitch Rhinotex Lining construction has produced a superior ball. Send the coupon below for a folder describing the ZIGZAG Stitch. You will also want one of the new D & M Coaches' and Players' Handbooks, containing valuable information, descriptions and diagrams of many basketball plays. Work out these plays with the new D & M ZIGZAG-Stitched Rhinotex-Lined Official Basketball.

THE DRAPER-MAYNARD CO.

**PLYMOUTH
New Hampshire**



The Draper-Maynard Co.,
Dept. C-12, Plymouth, N. H.

- ☐ Send folder describing details of these new D & M features and showing remarkable tests.
- ☐ Send my copy of the D & M Coaches' and Players' Handbook.
- ☐ Send D & M Fall and Winter 1931-1932 Catalog

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